



End of Year Expectations for Year 2

(Maths, Reading, Writing & Science)

This booklet provides information for parents and carers on the end of year expectations for learners in our school. These expectations are based on the New National Curriculum and the age expected standards for the year group.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your child to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's year group staff.

More information can be found at:

School website: <http://www.town-farm.surrey.sch.uk/>

DFE website: <https://www.gov.uk/government/collections/national-curriculum>



Maths

'Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.'

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.

Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

National Curriculum for Mathematics

By the end of year 2, children will solve problems with one or a small number of simple steps. Children will discuss their understanding and begin to explain their thinking using appropriate mathematical vocabulary, hands-on resources and different ways of recording. They will ask simple questions relevant to the problem and begin to suggest ways of solving them.

Some examples:

- Compare and order numbers up to 100. Read and write all numbers to 100 in digits and words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards.
- Recall and use multiplication and division facts for 2, 5 and 10 tables.
- Recall and use addition and subtraction facts to 20. Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add and subtract: 2-digit numbers and ones, 2-digit numbers and tens, two 2-digit numbers and three 1-digit numbers. Recognise and use the inverse.
- Calculate and write multiplication and division calculations using multiplication tables. Recognise and use the inverse.
- Recognise, find, name and write: $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$.
- Recognise equivalence of simple fractions.



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- Tell time to five minutes, including quarter past/to.
 - Compare and order length, mass, volume and capacity.
 - Recognise and use the symbols for pounds (£) and pence (p). Find different combinations of coins that equal the same amounts of money and give change.
 - Identify and describe the properties of 2-D and 3-D shapes, including the number of sides, lines of symmetry, number of edges, vertices and faces.
 - Draw / interpret pictograms, tally charts, block graphs and simple tables.



Reading

'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

National Curriculum for English

Year 2 readers will read picture books with a greater proportion of space given to sentences on a page and pictures support the text to a lesser degree. They will read simple chapter books where the storyline or sequence of events are told in paragraphs and use more complex sentence constructions. The children will be able to read a 100 word passage to an adult with around 90% accuracy

Some examples:

- Reads ahead to help with fluency and expression.
- Comments on plot, setting and characters in familiar and unfamiliar stories.
- Recounts main themes and events.
- Comments on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognises speech marks and contractions.
- Identify past/present tense.
- Use content and index to locate information.
- Awareness of non-fiction book structure and form.
- Read a wide range of genres; poetry, classical and contemporary, variety of stories.



Writing

The Year 2 writer will be able to write stories in the style of a traditional tale using the typical settings, characters and events of this genre of writing. They will also write stories that are set in settings that are familiar to them and about familiar characters including relevant detail to sustain and engage their reader's interest.

Writing in Year 2 will establish the basic purpose of the text style in which they are writing (e.g. main features of a story, report, etc.) and will use some features of the given form maintaining consistency in purpose and tense.

Some examples:

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because).
- Correct and consistent use of present tense and past tense.
- Correct use of verb tenses.
- Correct and consistent use of capital letters, full stops, question marks and exclamation marks.
- Commas in a list.
- Apostrophe (omission).
- Introduction of speech marks.
- Write under headings (as introduction to paragraphs).
- Evidence of diagonal and horizontal strokes to join.
- Segmenting spoken words to aid spelling.
- Spell common red words.
- Writing for different purposes e.g. real events, poetry.
- Proof reading and editing spelling, punctuation and grammar.
- Read aloud what they have written.



Science

All Living Things and their Habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including Humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of Everyday Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.